

Harrison Township School District



Student Code of Conduct STARS Expectations Manual

As Explorers, We Reach for the Stars!

THIS IS A GENERAL GUIDELINE FOR HARRISON TOWNSHIP STUDENT EXPLORERS. STAR STUDENT EXPLORER EXPECTATIONS ARE OUTLINED AND ALL FINAL DECISIONS WILL BE MADE AT THE DISCRETION OF THE SCHOOL ADMINISTRATION.

IT IS THE RESPONSIBILITY OF STUDENTS AND PARENTS TO BECOME FAMILIAR WITH ALL THE INFORMATION IN THE STUDENT PLANNER. THIS INFORMATION CAN ALSO BE FOUND ON OUR DISTRICT WEBSITE <https://www.harrisontwp.k12.nj.us/> .

The Harrison Township School District Code of Conduct is based upon the goal of promoting a positive, safe atmosphere of teaching, learning, and mutual respect. In order to accomplish this goal, the entire school community must work cooperatively. Our teachers are the primary facilitators of our Code of Conduct. They work together with our students to ensure the meeting of our district behavioral expectations. Parental involvement is encouraged at all times.

Each Explorer is expected to conduct themselves in a manner that is respectful, appropriate, and kind as outlined by the Positive Behavior Interventions and Supports (PBIS) program. It is the expectation that students will act with due regard for the educational process of the school. Our Harrison Explorers are encouraged to think, act wisely, and realize the outcomes of all actions. PBIS affirms students' favorable conduct through compliments, praise, STARS slips, classroom goals, school-wide achievements, and other recognition.

Teachers are responsible for classroom management, STARS expectations, and positive outcomes with students. All staff members share responsibility, as a Harrison Township School District community, for supporting and supervising students.

While this Explorers' Code of Conduct is comprehensive, it is not all-inclusive. The Harrison Township School District Administration will exercise professional judgment with the best interests of the school community in mind when dealing with students who do not meet our district's expectations that are not necessarily outlined in our Code of Conduct. Students who continually do not meet our district's expectations face more severe consequences with each subsequent violation. The Code of Conduct has been developed to address these issues.

STARS EXPECTATIONS

Positive Behavior Support Program



Our Harrison Township school community adheres to the following five basic standards of STARS behavioral expectations through our positive behavior support system:

SAFETY FIRST – As a school community, we will respect and follow all school, classroom, and bus rules. Safety in our school, on the bus, and playground environment is our goal.

TRY HARD AND DO OUR BEST – As a school community we will put forth our best effort in all that we do both academically and behaviorally.

ACT RESPONSIBLY – As a school community we will take responsibility for our own actions.

RESPECT OURSELVES AND OTHERS – As a school community we will respect ourselves and others by recognizing and demonstrating personal, family, and school values.

SOLVE PROBLEMS PEACEFULLY – As a school community we will learn and use our peaceful problem solving strategies in everyday conflicts. In addition, we will all do our part to demonstrate that our community is inclusive, thoughtful, and empathetic.

Restorative Practices



The Explorer Philosophy: We aim to decrease classroom and school push-out by creating an ongoing, positive school climate and culture. Our goal is to work closely with our students to support a deeper understanding behind the cause of their actions, how to repair relationships, and proactively brainstorm ideas for future problems that may arise.

Through our restorative practices approach, we will focus on educating the whole child through character education, strategies on how to build a positive mindset, appropriate ways to handle conflict, self-awareness and self-advocacy, and the attainment of a deeper understanding of why undesirable behaviors are occurring.

In order to accomplish this goal, all stakeholders must consistently work in collaboration to foster mutual respect within the school community.

- **Students** will grow to conduct themselves in a respectful manner and be responsible for their own actions with the support of parents/guardians, administrators, teachers, school counselors, etc. All students are expected to exemplify the attributes of an Explorer Star Student as outlined above.

- **Staff members** are the primary facilitators of the Code of Conduct. They are primarily responsible for classroom management, supervising, addressing, and documenting the behavior of students. Possible staff outcomes may include but not limited to conferencing with a student, partial loss of privileges, parent contact, written reflection, individual behavior plan, consultation with school counselor, etc.

- **Administrators** will intervene when the discipline offenses are repeated, infractions are severe in nature, and/or interventions have not been successful.

- **Parents and guardians** of all students are responsible for understanding the district's behavior expectations and supporting their child's adherence to the Explorer Code of Conduct. While our Code of Conduct is comprehensive, it is not all inclusive. The Administration will exercise professional judgment in order to make the best decisions for kids.

Students who consistently require disciplinary intervention by administration and subsequently amass a lengthy discipline history will be subject to losing certain privileges, including but not limited to the following: special assemblies, class trips, dances, clubs, field days, Recognition Night, and/or any school sponsored event. Administrators reserve the right to exercise "Progressive Discipline" for any pattern of continued disciplinary infractions. Common sense will prevail.

Misconduct

Conduct	Office Referral Outcome (Nonsequential)
<p>Classroom misconduct: Includes but not limited to calling out, repeatedly off task, misuse of materials, throwing objects, gum chewing etc., and will be handled at the classroom level. Classroom misconduct should be handled by the classroom teacher. Repeated classroom misconduct over time may produce an office referral.</p> <p>Cafeteria misconduct: This could include but not limited to repeatedly out of seat, running, getting up without permission, excessive volume, leaving trash, etc., and will be handled at the general aide/instructional aide level. Repeated cafeteria misconduct over time may produce an office referral.</p> <p>Recess misconduct: This could include but not limited to misuse of equipment, repeatedly in non assigned areas, continuing to play when the whistle is blown, inappropriate line-up, etc., and will be handled at the general/instructional aide level. Repeated recess misconduct over time may produce an office referral.</p> <p>Hallway misconduct: This could include but not limited to locker abuse, excessive volume, playing during locker time, running, etc., and will be handled at the classroom or general aide/instructional aide level. Hallway misconduct should be handled by the classroom teacher. Repeated misconduct over time may produce an office referral.</p> <p>Bathroom misconduct: This could include but not limited to locking stalls, soap dispenser misuse, climbing on structures, inappropriate bathroom behavior, etc., and will be handled at the classroom level. Bathroom misconduct should be handled by the classroom teacher. Repeated misconduct over time may produce an office referral.</p> <p>Bus misconduct: This could include but not limited to not wearing a seatbelt, not facing forward, hands and feet not in assigned seat, excessing volume, etc., and will be handled at the transportation level. Bus misconduct should be handled by the transportation department. Repeated misconduct over time may produce an office referral.</p> <p>Violating Dress Code: The following code was developed by a committee of teachers, parents, and administrators: A. No bare midriffs will be permitted at any time. B. T-shirts with double meanings or crude phrases are unacceptable. C. For safety reasons, shoes should have a back and should be properly worn (ex. flip</p>	<p>First Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Conference with administration - Conference with school counselors - Letter of apology - Restorative activity or experience - Mentoring - Reinforcement of appropriate behaviors - Written/verbal reflection about incident - Lunch/recess detention <p>Second Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Before or after school detention - Behavior contract - Conflict resolution - Restorative activity or experience - Written apology - Loss of privilege - Written reflection about incident - 2 lunch recess detentions - <p>Third Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - 2 before or after school detentions - Conference with parent/guardian and administration - Written reflection about incident - Supervised time-out outside of classroom - Restricted study - Suspension

flops are not acceptable).

D. Rain boots and snow boots are not to be worn throughout the day.

E. Physical education shoes must be fastened and rubber soled and clothing must allow for safe physical activity.

F. Any clothing that does not follow the stated policy will be referred to the school nurse, who will confer with the parent to correct. If the pupil's attire continues to be inappropriate, referral will be made to the school principal.

G. Hats are not permitted to be worn in school unless they are for the purpose of a School Spirit Day.

Graffiti and or vandalism: The defacing of school property.

Communication/Electronic Device Misuse: The use of privately owned technology by a pupil in the educational setting during the school day or on the school bus is not permitted. All wireless and cellular telephone devices/smart-watches must be turned off and stored in a locker or book bag, inaccessible to the student during school hours. Disruption of the teaching and learning process will result initially in confiscation of the device. Further disruptions will result in disciplinary actions.

Computer/Electronic Device Misuse: Chromebook and Internet access are granted to students for educational use only. Violation may result in a loss of access as well as other disciplinary or legal action. The following are not permitted: sharing of accounts, usernames, passwords; adding any unauthorized software; sending or displaying of offensive messages or pictures; using obscene language; harassing, insulting, or attacking others; damaging computers, computer systems, or computer networks; violating copyright laws; using another's password; trespassing in another's subdirectories, work, or files; intentionally wasting limited resources; employing the network for commercial purposes; playing games.

Sexual Harassment: This could include, but not limited to, gestures, grabbing, comments and touching.

Stealing: This could include intentionally taking what belongs to someone else without permission. This could be theft of property from another student, a faculty member, or from the school itself.

Academic Dishonesty: This could include, but not limited to, cheating, copying another's work, providing work to another student, plagiarism, falsification, forgery, etc.)

Physical Contact

Conduct	Office Referral Outcome (Nonsequential)
<p>Conduct Potentially Dangerous to Oneself or Others: Including but not limited to verbal threats, verbal altercations, false reporting, near fighting, pushing, shoving, kicking, throwing objects, the use of technology to promote conflict, play fighting, disruptive behavior, disorderly conduct, and/or simple assault.</p> <p>*Fighting: This could include, but not limited to, the altercation continuing back and forth. All incidents will require all students involved to see the nurse.</p> <p>*Consequence for any offense of fighting may result in a school suspension based on the events and up to administrations discretion.</p>	<p>First Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Conference with administration - Conference with school counselors - Letter of apology - Peer mediation/Conflict Resolution - Reinforcement of appropriate behaviors - Written reflection about incident - Lunch/recess detention <p>Second Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Before or after school detention - Behavior contract - Conflict resolution - Written apology - Loss of privilege (short term) - Written reflection about incident - 2 lunch recess detentions <p>Third Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Email home - Restorative activity or experience - 2 before or after school detentions - Conference with parent/guardian and administration - Written reflection about incident - Supervised time-out outside of classroom - Restricted study - Privilege suspension - Suspension out of school

Disrespectful/ Defiant Behavior

Conduct	Office Referral Outcome (Nonsequential)
<p>Inappropriate language or gesture towards a classmate.</p> <p>Inappropriate language or gesture towards an adult.</p> <p>Insubordinate/noncompliance with adult directions</p> <p>Threatening a student: This could include, but not limited to, verbal, written, and/or electronic communications. Any statement or comment implying physical harm and/or danger to a person including words such as, but not limited to: murder, shoot, stab, kill.</p>	<p>First Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Conference with administration - Conference with school counselors - Letter of apology, identify who has been hurt - Mentoring - Reinforcement of appropriate behaviors - Written/verbal reflection about incident - Lunch/recess detention <p>Second Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Before or after school detention - Behavior contract - Conflict resolution - Written apology - Loss of privilege - Written reflection about incident - 2 lunch recess detentions <p>Third Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Email home - Restorative activity or experience - 2 before or after school detentions - Conference with parent/guardian and administration - Written reflection about incident - Supervised time-out outside of classroom - Restricted study - Suspension

Legal

Conduct	Office Referral Outcome
<p>Fireworks: The possession and or use of fireworks are prohibited. Suspensions will be issued and complaints may be filed with the HTPD.</p> <p>False Alarms: Initiating a false alarm is a dangerous and serious action. False alarms include, but are not limited to pulling the fire alarm, bomb scares, false 911 calls, etc. A student guilty of such conduct endangers others and is in violation of the law.</p> <p>Medication: Possession of or use of any medication or medical substance not overseen or supervised by the school nurse or an individual health care plan.</p> <p>Weapons/ Potentially Dangerous Object: Any pupil in possession of a weapon or potentially dangerous object will be immediately suspended and complaints may be filed with the HTPD.</p>	<p>First Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Conference with administration - Conference with school counselors - One to two day suspension <p>Second Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Three to four day suspension <p>Third Restorative Practice: 1 or a combination of the following</p> <ul style="list-style-type: none"> - Phone call home - Email home - Restorative activity or experience - Five day suspension

Harassment, Intimidation, and Bullying Policy [\(5131a\)](#)

In order for a HIB to be confirmed the following policy must be followed. **If #1 or #2 are not a contributing factor to the investigation, then it is NOT HIB and consequences will be assigned based on the code of conduct.** This could include inappropriate behavior or language towards another student.

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

1. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability;
2. Or by any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
4. That substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

- a. A reasonable person should know under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property, or
- b. Has the effect of insulting or demeaning any student or group of students, or
- c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Board of Education Policies



Further clarification can be found under the following subheadings available within the policies of the Harrison Township Board of Education:

- ★ Suspension and Expulsion - 5114
- ★ Conduct Discipline - 5131
- ★ Anti-Bullying Policy - 5131a
- ★ Vandalism/Violence - 5131.5
- ★ Substance Abuse - 5131.6
- ★ Weapons and Dangerous Instruments - 5131.7
- ★ Dress Code - 5132
- ★ Sexual Harassment
- ★ Technological Devices

* Although this list is comprehensive, it is not all-inclusive. Board of Education policies are available on the [district website](#) or by hard copy per individual request.

Suspension/Expulsions:

N.J.A.S.A 18A:37-2. Causes for suspension or expulsion of pupils. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or obscene language, or who shall cut, deface, or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school.

Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, any of the following:

- A. Continued and willful disobedience;
- B. Open defiance of the authority of any teacher or person, having authority over him;
- C. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils;

- D. Physical assault upon another pupil;
- E. Taking, or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear;
- F. Willfully causing, or attempting to cause, substantial damage to school property
- G. Participation in an unauthorized occupancy by any group of pupils or others of any part of any school or other building owned by any school district; and failure to leave such school or other facility promptly after having been directed to do so by the principal or other person then in charge of such building or facility;
- H. Incitement which is intended to do and does result in unauthorized occupation by any group of pupils or others of any part of a school or other facility owned by any school district;
- I. Incitement which is intended to and does result in truancy by other pupils; and
- J. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises.

Students Rights:

The policies and procedures stated under the Board of Education as well as Code of Conduct will be applied without bias and without discrimination. Fairness and reasonableness will be afforded to each student. Outcomes will be delivered with uniformity. Patterns of student behavior may be considered when determining appropriate outcomes.

Due Process:

All alleged violations will be investigated by a school administrator (and when appropriate within the duties of a staff member) with pupils accorded due process of law. Due process of law requires that in the case of suspension, the student must have an informal hearing by a school official which includes:

- ★ Informing the student of the charges against him/her and
- ★ Affording the student the opportunity to respond to these charges

A conference between an administrator or an assigned designee, the parents/guardians, and student will be held prior to the student's re-entry to school.

Grievances and Appeals:

The discipline code shall be administered fairly and equitably. A student who feels his/her rights have been violated during the suspension process has the right to appeal that decision. The first level of appeal is to the Chief School Administrator who will render a written decision on the matter. The next steps in the appeal are to the local board of education to which a written statement of the problem must be given, then to the State Commissioner of Education, and finally to the State Board of Education within 30 days after the Commissioner has made his/her decision (N.J.A.C.6A:16-7.5, N.J.S.A. 18A:6-9, and N.J.A.C. 6A:3-13 through NJAC 6A: 3-1.17)

The administration and staff will apply the following guidelines in the consistent administration of discipline with the Harrison Township School District. Decisions regarding disciplinary matters will depend on the following:

1. A complete investigation and presentation of evidence in detail.
2. Consideration of the severity of the offense.
3. Consideration of the repetitive behavior of the offender.
4. Consideration of mitigating circumstances.

It must be emphasized that actions taken by teachers and/or administrators are intended to remediate problems as well as provide a safe and secure environment for learning.

Local Support Services

Perform Care NJ/Mobile Response

Connects young people and their families to the care they need to be well.

1-877-652-7624

<https://www.performcarenj.org/index.aspx>

Child Abuse/Neglect Hotline

1877-NJ ABUSE (1877-652-2873)

<https://www.nj.gov/dcf/about/divisions/dcpp/>

Inspira Behavioral Health Services

Identification, evaluation and treatment services for children dealing with behavioral health issues.

Inpatient Program for Children and Adolescents

Available in Bridgeton 856-575-4155

Our Bridgeton facility provides the region with an advanced Children's Crisis Intervention Program for complete inpatient evaluation, diagnosis, and treatment for youth (ages 5 to 17) who are in need of immediate treatment. The newly renovated 14-bed unit offers group and individual therapy as well as around-the-clock nursing care.

Child and Adolescent Intermediate Inpatient Program

Available in Bridgeton 856-575-4300

Our Children's Intermediate Inpatient Program (ages 5 to 17) offers a complete evaluation and treatment option for children who require longer-term hospitalization. Inspira's 12-bed intermediate care unit in Bridgeton is the area's only experienced long term psychiatric treatment center for inpatient care of this age group. The average length of stay is between 4 to 12 weeks.

Therapeutic Nursery, Child and Adolescent Partial Hospitalization and Intensive Outpatient Programs

Available in Bridgeton 856-575-4196

Inspira's Child and Adolescent Partial Hospitalization (ages 6 to 17) and Intensive Outpatient Programs (ages 11 to 17) in Bridgeton help youth to find better pathways to healthy development. The partial hospitalization program provides full treatment including individual, group and family counseling as well as psychiatric assessment. We also offer a new Therapeutic Nursery Program (ages 3 to 5) to help children early on who struggle with behavioral disorders. We collaborate with all key stakeholders in the child's life to establish individualized treatment goals.

Children’s Behavioral Health Center

Available in Woodbury [856-251-9059](tel:856-251-9059)

Inspira Medical Center Woodbury Children’s Behavioral Health Center (ages 5 to 12) provides services similar to the intensity and scope of inpatient treatment, but with significantly less disruption to the lives of children and their families. The program follows an acute short-term model of intensive treatment targeted for 2 to 4 weeks.

Adolescent Partial Hospital Program

Available in Woodbury [856-686-5097](tel:856-686-5097)

Our Adolescent Partial Hospitalization Program (ages 13 to 17) at Inspira Medical Center Woodbury offers comprehensive treatment for teens who suffer from a wide range of behavioral health disorders. The newly constructed unit provides a warm and inspiring environment in which patients receive individual, group and family counseling, as well as classroom education, facilitated by a team of staff, teachers, a therapist and psychiatrist. The duration of the treatment program ranges between 2 to 6 weeks.

Child Partial Hospitalization Program

Available in Elmer [856-575-4196](tel:856-575-4196)

Inspira’s Child Partial Hospitalization Program in Elmer, “A Step Ahead,” is designed to help children (ages 6 to 12) who are in need of more intensive treatment than traditional outpatient therapy provides. Built within a classroom setting, the program provides each child with individual, group and family counseling, as well as psychiatric assessment for a range of behavioral health issues. In many cases, partial hospitalization can prevent the need for inpatient treatment.

<http://www.inspirahealthnetwork.org/child-adolescent>

06/2021 reviewed

06/2022 reviewed

06/2023 reviewed and revised